
A STUDY ON FACTORS AFFECTING MOTIVATION AND JOB SATISFACTION LEVEL OF FACULTY MEMBERS IN COLLEGES OF LUDHIANA

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ABSTRACT

Faculty members are the key factor in education system. It is a well known fact that their subject knowledge has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline.

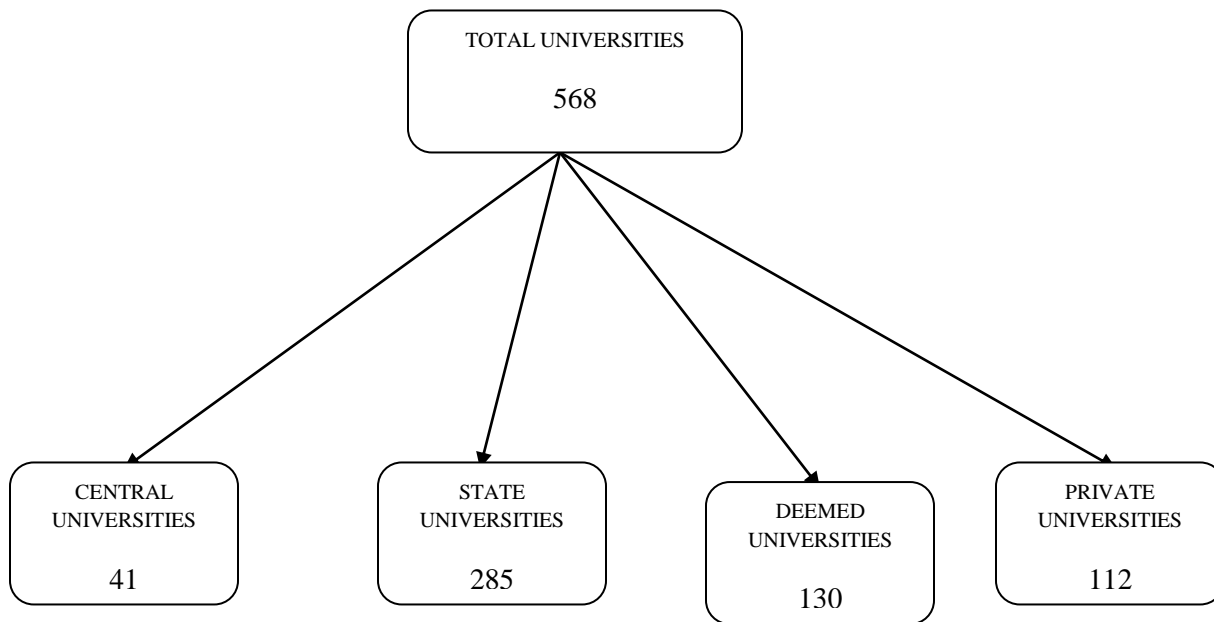
Problem: The study is on factors affecting motivation and job satisfaction level of faculty members in colleges of Ludhiana.

Method: The factors of the study were drawn out from the related studies and the statements of the schedule were framed in questionnaire representing the factors.

Key words: Motivation level, Satisfaction level,

INTRODUCTION**1.1 EDUCATION IN INDIA**

The higher education system in India includes both private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are mostly supported by various bodies and societies. Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, 15 Professional Councils are established, controlling different aspects of accreditation and coordination. Private universities are being set up with an aim to create a new generation of knowledge professionals and with a focus on innovative, multi-disciplinary curriculum. There is an opportunity for new players to set up institutions which address the current challenges and also meet student aspirations for world class education. As per the Annual Report of Ministry of HRD-2012 the total number of Universities in India is 568 and out of these 112 are Private Universities.

Fig no.1 Flowchart showing different categories of Universities

The UGC has also laid down dual criteria to ensure that quality academic institutions are allowed to run joint degree or twinning courses. Only those foreign institutions will be allowed to collaborate who figure in the top 500 of the Times Higher Education World University Ranking. Faculty members are the key factor in education system. It is a well known fact that their subject knowledge has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact many researchers have been paying attention to determine teacher educators' burnout, politics and stress towards their teaching profession and to find a relationship between these psychological concepts and certain variables. In this study the relationship between three psychological traits called stress, politics and burnout belonging to faculty members of private universities and their teaching performance will be tried to be investigated.

1.2 MOTIVATION

Motivation is defined as a process that account for individual's intensity, direction and persistence of effort towards attaining a goal. It is a psychological phenomenon which generates within an individual. Thus motivation is an inner feeling; emotions of a person prompt him for doing a particular work. There are some unsatisfied needs of a person which disturbs his equilibrium. Motivation has been shown to

have roots in physiological, behavioral, cognitive, and social areas. Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. It can also originate from specific physical needs such as eating, sleeping or resting, and sex. Motivation is an inner drive to behave or act in a certain manner. It's the difference between waking up before dawn to pound the pavement and lazing around the house all day. These inner conditions such as wishes, desires, goals, activate to move in a particular direction in behavior.

1.3 JOB SATISFACTION

Job satisfaction is defined as overall positive feelings that an individual have towards their job. Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

REVIEW OF LITERATURE

In this chapter reviews of research studies directly or in directly related to present study has been carried out, it prepares a suitable background of the study being undertaken.

Malcolm et. al., "Age and the Determinants of Teacher Job Satisfaction"¹ (1985). This article presented an analysis of the determinants of job satisfaction in teachers at various age levels. The result presented that the major determinants of job satisfaction were intrinsic to teaching for younger teachers and extrinsic to teaching for older teachers. **Fernet et. al., "The Work Tasks Motivation Scale for Teachers (WTMST)" (2008).** This study developed and validated a measure of teachers' motivation toward specific work tasks. The result of the study revealed that the WTMST is composed of 30 reliable and valid factors reflecting five types of motivation among six work tasks carried out by teachers. This result was based on an extension of the multitrait—multimethod approach provide very good support for assessing teachers' motivation toward various work tasks. **Thoonen et. al., "How to Improve Teaching Practices The Role of Teacher Motivation, Organizational Factors, and Leadership Practices" (2011).** This study examined the relative impact of transformational leadership practices, school organizational conditions, teacher motivational factors, and teacher learning on teaching practices. **Muller & Alliata, "Attracting**

and Retaining Teachers -A Question of Motivation” (2009). This study examined the motivation that prompts people to enter or leave the teaching profession with the aim of identifying a decision framework for defining teacher policies. The results were based on the teacher workforce planning system put in place by the Education Department of the Swiss Canton of Geneva. **Anderson & Calabrese, “The Public School- A Source of Stress and Alienation among Female Teachers” (1986).** This study revealed that the stress among female teachers were found more as compare to male teachers. **Blase, “A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance” (1986).** The relationship was studied between teacher stress and teacher performance and it revealed the deleterious effects of prolonged work stress on the instructional ability of teachers. **Haney et. al., “Stress and Illness Behavior among Urban Public School Teachers” (1990).** This study indicated that the stress- induced illness behaviour was found significantly less among teachers where the principal was seen supportive than teachers in schools where the principal was seen as unsupportive. **Singh et. al., “Effects of Organisational Climate, Role Stress and Locus of Control on Job Involvement of Banking Personnel ” (1991).** This study examined the effects of organizational role stress and locus of control on job involvement among bank staff employed by them. They found that low stress group of employees were highly involved in their job as against those in the high stress group. **Akinsola, “The Concept of Schools Village and the Incidence of Stress among Science Teachers” (1992).** This study indicated that science teachers’ interactions in the schools of villages had a significant depressing effect on stress level on five clusters of stressors: curriculum, facilities, student characteristics, administrative, and professional growth and self-satisfaction. **Cooper & Travers, “Mental health, job satisfaction and occupational stress among UK teachers” (1993).** Univariate analysis of the results revealed that teachers, as compared with other highly stressed occupational groups, experienced lower job satisfaction and poorer mental health. With regard to various subgroups in the sample, bivariate analysis revealed that it was necessary to consider the relationship between the level and nature of stress experienced and membership of a particular subgroup within the teaching profession. **Cutler & Niven, “The perception of occupational stress and its relation to research and teaching among academic staff” (1995).** This study revealed that the mean scores on the Occupational Stress Indicator (OSI) for job satisfaction and stress-related measures of mental health and physical health did not differ significantly from data obtained in previous studies on university academic personnel. . **Davazoglou & Kokkinos, “Special education teachers under stress: evidence from a Greek national study” (2009).** The present study examined that the implementation of the special educational curriculum was the most important predictor of job stress, followed by the social and academic progress of children. **Lee et. al.,**

“Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong” (2009). This study revealed that secondary teachers in Hong Kong have high occupational stress but insufficient stress coping resources. Cognitive-behavioral programs to enhance teachers’ stress management resources were recommended. **Darus et. al., “Salivary Biomarkers of Stress among Teachers in an urban setting” (2011).** This study revealed that the teachers with the teaching experience of 5 to 10 years and without a supervisor’s support had higher job strain. Teachers in the 31 to 40 years age bracket, with the absence of supervisor support exhibited higher stress levels with lower salivary. **Spencer et. al., “A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers” (2011).** The majority of teachers under this study reported that occupational stress significantly impacted their personal relationships and physical health, and teachers identified human and material resources as most important to reduce their work-related stress.

PROBLEM FORMULATION

3.1 NEED AND SIGNIFICANCE OF THE STUDY

The need of this research was to fill the research gap that existed between the previous researches and the present research. Though lot of researchers had made efforts to gain an insight of the factors which are affecting motivation and job satisfaction level of doing work but these researches had been either in context of school teachers or corporate institutions. That is why a need was felt to conduct the study. This study assessed how the different factors affected the faculty members’ motivation and satisfaction level. The result of this study will help the Staff members to improve their performance.

3.1.1 RESEARCH PROBLEM

In today’s world every person is overloaded with their routine work and unemployment leads to misfits in every profession. Same is the case in the teaching profession, especially faculty members who are already away from their subject. They are teaching subjects which are not of their interest and that is why their attitude towards teaching profession changes. Politics and burnout level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately affects the teaching performance and their satisfaction level. Therefore the study is on factors affecting motivation and job satisfaction of faculty members in colleges of Ludhiana. This study would highlight the factors which affects the quality of education imparted to students and, therefore, may help the teachers, parents, educationists and administrators to plan and work towards improvement by enhancing the positive factors revealed in the study..

3.1.2 RESEARCH METHODOLOGY

Research Methodology is a way to systematically solve the research problem. The Research Methodology includes the various methods and techniques for conducting a Research. It will be a Descriptive Study, which will be later on converted into Conclusive Research

3.2 SAMPLING DESIGN

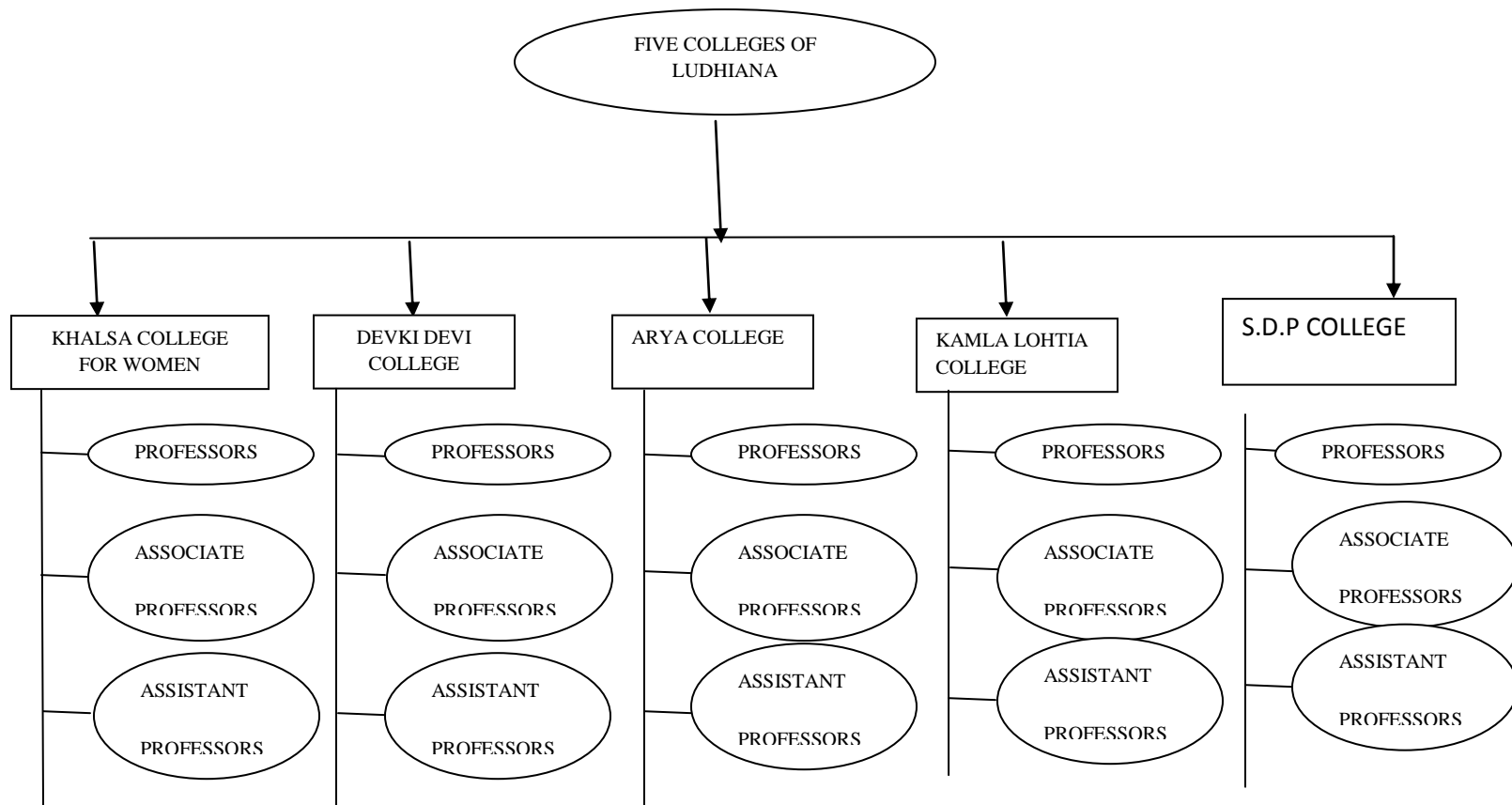
Sampling can be defined as the section of some part of an aggregate or totality on the basis of which judgment or an inference about aggregate or totality is made. The sampling design helps in decision making in the following areas:

3.2.1 Universe of the study-The universe comprises of two parts as theoretical universe and accessible universe

- **Theoretical universe-** It includes faculty members of all the Colleges throughout the universe.
- **Accessible universe-** It includes faculty members of Colleges of Ludhiana.

3.2.2 Sampling Unit: It indicates who is to be surveyed. In this project, sampling unit consisted of faculty members of the Colleges of Ludhiana.

3.2.3 Sample Size: It refers to the elements to be included in the study. For the given study a sample size constituted the following:

Fig no.2 Flowchart showing different Colleges with their sample units.

As far as the sample size is concerned, it would be 150, in which Professors, Associate Professors and Assistant Professors of five Colleges will be included.

3.2.4 Sampling Technique: Random sampling technique particularly Stratified Sampling will be the type of sampling which will be used to collect the data from the respondents.

3.3 DATA COLLECTION

➤ **Primary Sources:** Primary data are the information collected firsthand from sources such as historical documents, literary texts, artistic works, experiments, surveys, and interviews. The primary data for present study will be collected from structured questionnaire and Interviews from employees of different Colleges the questionnaire is divided in to 2 categories.

☐ Motivation Factors

☐ Satisfaction level Factors

The questions were close-ended questions with the options of Yes or No.

- **Secondary Sources:** Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data for present study will be collected from sources like Websites, Books, Journals, Online Databases, Government Reports, and National Statistics etc.

3.4 OBJECTIVES OF THE STUDY

Objectives are the guiding light of a project in the light of which all the relevant steps are taken. The objectives of the study were as follows:-

1. To identify the factors affecting motivation level of faculty members.
2. To identify the factors affecting satisfaction level of faculty members.

3.5 TOOLS OF PRESENTATION AND ANALYSIS:

Following are the statistical technique which will be used for effective analysis of this Research problem: Mean and Standard Deviation

FINDINGS OF THE STUDY

For the present study the data obtained were tabulated and analyzed with the help of statistical techniques like mean and standard deviation. Highest mean and lowest standard deviation of the factor would signify the importance of that factor.

MOTIVATION FACTORS

The first section relates to the motivational factors, considered for the present study are given below:

Table No: 1 MOTIVATION FACTORS

MOTIVATION FACTORS	NUMBER	MEAN	STANDARD DEVIATION
Choice of Teaching as a Profession	150	2.25	0.680
Class room environment	150	2.48	0.805
Socio Economic Status	150	2.55	0.824
Students' behavior	150	2.75	0.722
Examination Stress	150	2.67	0.684
Reward	150	2.59	0.687
Self confidence	150	2.48	0.738

Interpretation:

From the above table it is concluded that the factors with the highest mean were students' behavior (2.75), Examination stress (2.67) and Reward (2.59). These factors played an important role in governing the motivational level of teachers which ultimately affect the performance of the teachers.

JOB SATISFACTION FACTORS

The second section relates to the Job Satisfaction factors, considered for the present study are given below:

Table No: 6 JOB SATISFACTION FACTORS

JOB SATISFACTON FACTOR	NUMBER	MEAN	STANDARD DEVIATION
Compensation	150	2.19	0.781
External Factors	150	2.55	0.855
In-service Training	150	2.48	0.666
Motivation to Teach	150	2.85	0.481
Emotional factors	150	2.76	0.321
Pre-service Preparation	150	2.32	0.541

Interpretation:

From the above table it is concluded that the factors with the highest mean were Motivation to teach (2.85), Emotional Factors (2.76) and External Factors (2.55). These factors played an important role in governing the satisfaction level of teachers which ultimately affect the performance of the teachers.

CONCLUSION:

In the conclusion, the contribution of the study rests on the prominent factors of motivation and satisfaction which are affecting the faculty members. Although several studies had been made earlier but they were either in the context of School or Corporate Institutions. The present study did not include all the motivation and satisfaction factors affecting the faculty members but some factors which were more affecting teachers have been considered.

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